



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 12111540  
SAU: MSAD 17  
School: Guy E Rowe School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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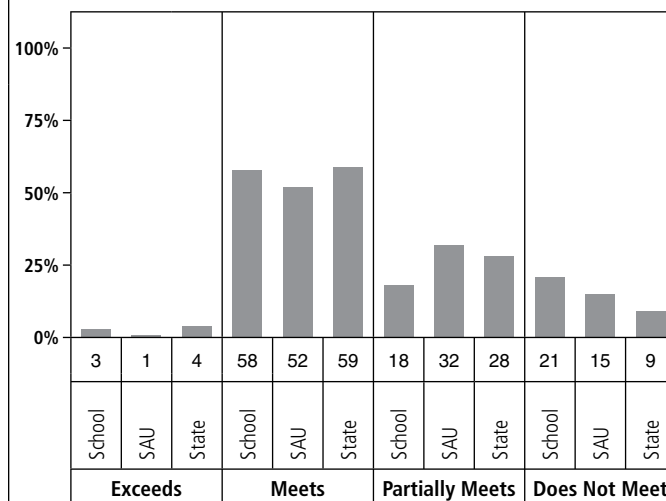
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: MSAD 17  
School: Guy E Rowe School

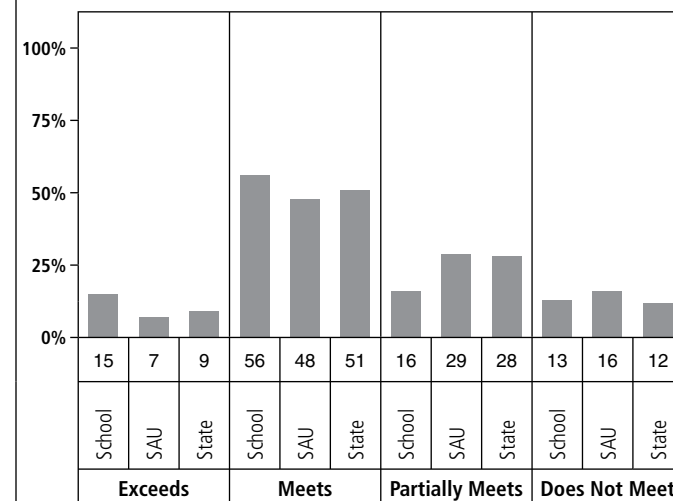
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	442	442	444
2006–2007	440	442	445
<b>2007–2008</b>	<b>443</b>	<b>442</b>	<b>445</b>
Cum. Avg. *	442	442	445
<b>Mathematics</b>			
2005–2006	443	441	444
2006–2007	439	439	445
<b>2007–2008</b>	<b>446</b>	<b>443</b>	<b>445</b>
Cum. Avg. *	443	441	445
<b>Science &amp; Technology</b>			
2005–2006	443	441	444
2006–2007	439	440	444
<b>2007–2008</b>	<b>445</b>	<b>441</b>	<b>444</b>
Cum. Avg. *	442	441	444

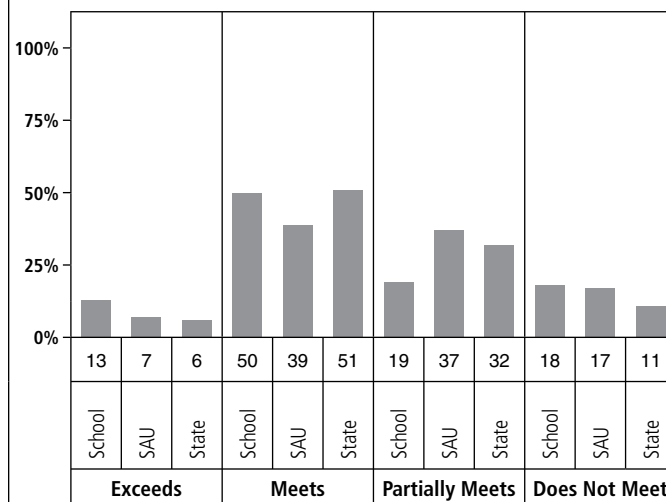
### ELA – READING



### MATHEMATICS



### SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 4  
SAU: MSAD 17  
School: Guy E Rowe School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																											
							ELA-Reading						Mathematics						Science and Technology															
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	65	100	293	100	14207	100	65	100	292	100	14181	100	64	98	291	99	14123	100	65	100	292	100	14115	99										
Ethnicity African American/Black	0	0	4	1	390	3	0	0	4	100	388	99	0	0	4	100	388	99	0	0	4	100	386	99										
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100										
Asian or Pacific Islander	1	2	3	1	263	2	1	100	3	100	259	98	1	100	3	100	262	100	1	100	3	100	262	100										
Hispanic	1	2	5	2	170	1	1	100	5	100	168	99	1	100	5	100	166	98	1	100	5	100	166	98										
Caucasian/White	63	97	281	96	13282	93	63	100	280	100	13264	100	62	98	279	99	13205	100	63	100	280	100	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	15	23	53	18	2524	18	15	100	53	100	2514	100	14	93	52	98	2498	99	15	100	53	100	2494	99										
Current LEP	0	0	1	0	385	3	0	0	1	100	377	98	0	0	1	100	383	99	0	0	1	100	380	99										
Economically disadvantaged	37	57	173	59	5587	39	37	100	172	99	5569	100	36	97	171	99	5538	99	37	100	172	99	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	50	77	187	64	10755	76	51	78	203	69	10730	76	52	80	206	70	10776	76						
Identified disability (PET/IEP)	3	6	5	3	375	3	4	8	8	4	374	3	3	6	7	3	384	4						
LEP	0	0	1	1	148	1	0	0	1	0	148	1	0	0	1	0	150	1						
504 plan	0	0	1	1	114	1	0	0	2	1	114	1	0	0	2	1	115	1						
<b>Participation with accommodations</b>	12	18	102	35	3298	23	10	15	85	29	3267	23	10	15	83	28	3215	23						
Identified disability (PET/IEP)	9	75	45	44	2013	61	7	70	41	48	1998	61	9	90	43	52	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	2	2	69	2	0	0	1	1	68	2	0	0	1	1	67	2						
Other	3	25	55	54	1046	32	3	30	43	51	1023	31	1	10	39	47	987	31						
<b>Participation through alternate assessment (PAAP)</b>	3	5	3	1	126	1	3	5	3	1	126	1	3	5	3	1	124	1						
Identified disability (PET/IEP)	3	100	3	100	126	100	3	100	3	100	126	100	3	100	3	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
<b>Non-participation – other</b>	0	0	1	0	11	0	1	2	2	1	68	0	0	0	1	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 17  
School: Guy E Rowe School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	1	2	4	1	601	4
	2006-2007	0	0	8	3	507	4
	<b>2007-2008</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>559</b>	<b>4</b>
	Cum. Total*	3	2	16	2	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	32	54	150	54	7910	57
	2006-2007	26	43	122	50	8749	63
	<b>2007-2008</b>	<b>36</b>	<b>58</b>	<b>150</b>	<b>52</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	94	52	422	52	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	19	32	88	31	3970	29
	2006-2007	23	38	79	32	3467	25
	<b>2007-2008</b>	<b>11</b>	<b>18</b>	<b>93</b>	<b>32</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	53	29	260	32	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	7	12	38	14	1421	10
	2006-2007	11	18	36	15	1165	8
	<b>2007-2008</b>	<b>13</b>	<b>21</b>	<b>42</b>	<b>15</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	31	17	116	14	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	27.7	57.7	27.7	57.7	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	14.1	58.8	14.3	59.6	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.6	56.7	13.4	55.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 17  
School: Guy E Rowe School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	62	2	3	36	58	11	18	13	21	443	289	1	52	32	15	442	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	0										4						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	1										3						259	6	61	22	11	445
Hispanic	1										5	0	40	60	0	439	164	0	45	38	16	440
Caucasian/White	60	2	3	34	57	11	18	13	22	443	277	1	52	32	15	442	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	12	0	0	2	17	3	25	7	58	431	50	0	12	44	44	433	2388	0	29	44	26	437
No	50	2	4	34	68	8	16	6	12	445	239	2	60	30	8	444	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										1						373	1	32	35	32	436
No	62	2	3	36	58	11	18	13	21	443	288	1	52	32	15	442	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	34	0	0	14	41	7	21	13	38	436	169	1	41	38	20	439	5502	1	47	37	14	441
No	28	2	7	22	79	4	14	0	0	450	120	3	67	24	7	446	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	62	2	3	36	58	11	18	13	21	443	289	1	52	32	15	442	14048	4	59	28	9	445
<b>Gender</b>																						
Female	24	1	4	11	46	4	17	8	33	440	121	1	53	31	15	443	6959	5	61	26	8	446
Male	38	1	3	25	66	7	18	5	13	444	168	2	51	33	14	442	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	0	37	46	17	439
No	62	2	3	36	58	11	18	13	21	443	289	1	52	32	15	442	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	2										12	8	92	0	0	453	266	21	74	4	0	456
No	60	1	2	35	58	11	18	13	22	442	277	1	50	34	15	442	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 17  
School: Guy E Rowe School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	5 82 12 2	0 1 1 0	0 2 14 0	1 28 6 1	33 57 86 100	1 10 0 0	33 20 0 0	1 10 0 0	33 20 0 0	436 442 453 448	7 75 15 3	0 1 2 0	35 53 64 33	35 33 24 44	30 13 10 22	436 443 445 440	5 74 18 2	1 4 5 3	42 62 59 32	36 27 29 34	21 7 7 31	440 445 446 438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	22 50 18 10	1 1 0 0	8 3 0 0	6 24 4 2	46 80 36 33	3 3 3 2	23 10 27 33	3 2 4 2	23 7 36 33	441 448 438 437	33 46 14 7	3 1 0 0	61 55 33 37	25 35 33 42	11 8 35 21	444 443 437 439	30 52 12 5	6 4 2 0	63 63 46 33	24 27 37 40	7 6 15 26	446 446 441 437
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	33 53 12 2	1 1 0 0	5 3 0 0	16 17 3 0	80 53 43 0	2 6 2 1	10 19 29 100	1 8 2 0	5 25 29 0	448 442 439 434	34 48 15 4	2 1 0 0	75 46 37 17	17 38 41 50	6 15 22 33	446 442 439 435	35 51 12 2	7 3 1 0	66 60 44 23	20 29 40 47	6 7 16 30	448 445 440 436
<b>How hard was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	28 54 18	0 2 0	0 6 0	9 19 7	56 61 70	3 6 2	19 19 20	4 4 1	25 13 10	441 445 445	23 55 23	0 2 2	35 56 63	40 33 22	25 8 13	438 444 444	19 62 18	2 5 3	46 64 58	34 26 29	17 5 10	442 446 444
<b>How hard were the reading passages on this test?</b> A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read.	8 58 33	0 0 2	0 0 10	2 19 15	40 54 75	1 9 1	20 26 5	2 7 2	40 20 10	438 441 448	14 46 39	0 0 4	15 50 72	48 36 19	38 14 5	435 442 447	14 52 33	0 3 7	32 62 68	46 28 20	22 7 5	438 445 448
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	25 51 17 7	1 1 0 0	7 3 0 0	10 20 6 0	67 67 60 0	2 6 1 2	13 20 10 50	2 3 3 2	13 10 30 50	446 446 439 430	23 53 15 9	3 1 0 0	69 57 33 21	18 33 33 63	9 9 33 17	446 444 437 438	18 55 14 13	7 4 2 1	64 64 53 44	22 26 33 39	7 6 12 16	447 446 443 441
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	18 8 73	0 0 2	0 0 5	4 3 29	36 60 66	4 2 5	36 40 11	3 0 8	27 0 18	437 442 445	17 17 67	0 0 2	37 48 59	39 43 27	24 9 11	439 441 444	23 25 52	3 3 5	50 60 64	34 29 24	13 8 6	442 444 446
<b>Optional school/SAU question</b> A. B. C. D.	0 100 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1 1 1	100 100 100 100	430 430 444 440	50 17 17 17	0 0 0 0	33 0 0 0	0 0 0 100	67 100 0 0	428 430 444 440						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 17  
School: Guy E Rowe School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	4	7	13	5	1294	9
	2006-2007	1	2	6	2	1054	8
	<b>2007-2008</b>	<b>9</b>	<b>15</b>	<b>21</b>	<b>7</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	14	8	40	5	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	28	47	115	41	7000	50
	2006-2007	28	47	102	42	7394	53
	<b>2007-2008</b>	<b>34</b>	<b>56</b>	<b>137</b>	<b>48</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	90	50	354	44	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	18	31	102	36	3784	27
	2006-2007	17	28	79	32	3729	27
	<b>2007-2008</b>	<b>10</b>	<b>16</b>	<b>84</b>	<b>29</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	45	25	265	33	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	9	15	50	18	1894	14
	2006-2007	14	23	58	24	1735	12
	<b>2007-2008</b>	<b>8</b>	<b>13</b>	<b>46</b>	<b>16</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	31	17	154	19	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.5	63.3	8.7	58.0	9.5	63.3
Cluster 2: Shape and Size	14	29	9.4	67.1	8.9	63.6	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.3	66.0	3.4	68.0
Cluster 4: Patterns	14	29	10.0	71.4	9.5	67.9	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 17  
 School: Guy E Rowe School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	61	9	15	34	56	10	16	8	13	446	288	7	48	29	16	443	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	0										4						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	1										3						262	14	51	23	12	447
Hispanic	1										5	0	20	60	20	434	162	4	41	34	21	440
Caucasian/White	59	9	15	32	54	10	17	8	14	446	276	7	48	29	16	443	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	11	1	9	3	27	3	27	4	36	431	49	2	22	39	37	431	2372	3	31	36	30	436
No	50	8	16	31	62	7	14	4	8	449	239	8	53	27	12	445	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	0										1						381	4	33	28	35	435
No	61	9	15	34	56	10	16	8	13	446	287	7	48	29	16	443	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	33	2	6	14	42	9	27	8	24	438	168	6	38	30	26	439	5472	5	41	35	19	440
No	28	7	25	20	71	1	4	0	0	455	120	9	61	28	3	448	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	61	9	15	34	56	10	16	8	13	446	288	7	48	29	16	443	13992	9	51	28	12	445
<b>Gender</b>																						
Female	24	2	8	13	54	5	21	4	17	442	121	6	46	30	18	442	6933	9	50	29	12	445
Male	37	7	19	21	57	5	14	4	11	448	167	8	49	29	14	443	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	2	34	41	23	438
No	61	9	15	34	56	10	16	8	13	446	288	7	48	29	16	443	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	2										12	50	42	8	0	462	266	45	49	5	0	461
No	59	8	14	33	56	10	17	8	14	445	276	5	48	30	17	442	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 17  
School: Guy E Rowe School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	2	67	0	0	1	33	435	7	5	45	20	30	438	5	6	34	33	27	438
B. less than one hour	82	6	12	28	57	9	18	6	12	446	75	7	48	30	15	443	74	10	52	28	10	446
C. one to two hours	12	3	43	3	43	1	14	0	0	458	15	12	50	29	10	446	18	10	52	28	10	446
D. more than two hours	2	0	0	1	100	0	0	0	0	452	3	0	56	22	22	439	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	37	2	9	14	64	4	18	2	9	446	40	8	50	22	20	443	38	13	56	23	8	448
B. They match some of what I have learned.	57	6	18	18	53	6	18	4	12	447	47	8	52	30	11	445	48	8	52	29	10	445
C. They match just a little of what I have learned.	3	1	50	1	50	0	0	0	0	457	7	10	33	48	10	442	10	4	35	39	22	439
D. There is no match.	3	0	0	1	50	0	0	1	50	433	6	0	38	31	31	435	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	50	5	17	19	63	4	13	2	7	449	41	13	56	18	13	446	35	16	55	20	8	449
B. good	30	2	11	9	50	4	22	3	17	442	40	4	46	37	13	442	48	7	52	31	11	445
C. fair	13	2	25	4	50	2	25	0	0	454	14	5	38	38	18	440	14	3	41	38	18	440
D. poor	7	0	0	2	50	0	0	2	50	436	5	0	31	23	46	433	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	10	1	17	3	50	1	17	1	17	449	17	2	35	39	24	438	15	4	38	33	25	439
B. about the same as my regular schoolwork	77	7	15	25	54	8	17	6	13	446	66	9	49	28	15	444	64	10	54	28	9	446
C. easier than my regular schoolwork	13	1	13	6	75	1	13	0	0	451	17	9	66	21	4	447	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	20	1	8	8	67	3	25	0	0	448	21	5	39	31	25	439	23	8	47	29	16	443
B. two or three days a week	33	2	10	15	75	2	10	1	5	451	27	11	55	27	8	447	36	11	54	27	9	447
C. two or three times each month	28	4	24	7	41	4	24	2	12	448	30	7	53	26	14	444	25	10	53	27	10	446
D. never or almost never	18	2	18	4	36	1	9	4	36	437	22	6	44	34	16	441	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										6	0	44	31	25	440	5	3	30	33	33	436
B. two or three days a week	27	3	19	9	56	3	19	1	6	449	20	13	44	24	20	444	19	8	50	30	12	445
C. two or three times each month	36	2	10	13	62	2	10	4	19	444	36	6	58	25	11	444	38	11	55	26	8	447
D. never or almost never	37	4	18	12	55	5	23	1	5	449	38	7	44	34	15	442	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	0	0	1	33	2	67	416	8	0	36	32	32	434	8	3	33	38	25	438
B. 30–45 minutes	27	1	6	7	44	4	25	4	25	439	28	5	38	37	20	439	27	6	48	33	13	443
C. 45–60 minutes	25	4	27	9	60	2	13	0	0	453	34	11	51	32	7	446	38	11	54	26	9	447
D. more than 60 minutes	43	4	15	18	69	3	12	1	4	451	30	8	59	17	15	446	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										50	0	33	0	67	421						
B.	100	0	0	0	0	0	0	1	100	426	17	0	0	0	100	426						
C.	0										17	0	0	100	0	434						
D.	0										17	100	0	0	0	464						

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 17  
School: Guy E Rowe School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	3	5	11	4	751	5
	2006-2007	2	3	10	4	963	7
	<b>2007-2008</b>	<b>8</b>	<b>13</b>	<b>20</b>	<b>7</b>	<b>882</b>	<b>6</b>
	Cum. Total*	13	7	41	5	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	32	54	126	45	7251	52
	2006-2007	24	40	105	43	6824	49
	<b>2007-2008</b>	<b>31</b>	<b>50</b>	<b>114</b>	<b>39</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	87	48	345	42	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	16	27	106	38	4514	32
	2006-2007	22	37	77	31	4382	32
	<b>2007-2008</b>	<b>12</b>	<b>19</b>	<b>106</b>	<b>37</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	50	28	289	36	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	8	14	37	13	1458	10
	2006-2007	12	20	53	22	1735	12
	<b>2007-2008</b>	<b>11</b>	<b>18</b>	<b>49</b>	<b>17</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	31	17	139	17	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.1	67.5	7.5	62.5	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.3	60.8	6.8	56.7	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.5	62.5	6.8	56.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.5	62.5	7.2	60.0	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 17  
School: Guy E Rowe School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	62	8	13	31	50	12	19	11	18	445	289	7	39	37	17	441	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	0										4						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	1										3						262	5	52	28	14	443
Hispanic	1										5	0	60	20	20	438	162	2	38	39	21	439
Caucasian/White	60	8	13	30	50	11	18	11	18	445	277	7	39	36	17	441	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	12	0	0	4	33	3	25	5	42	433	50	0	20	40	40	433	2370	2	32	41	25	437
No	50	8	16	27	54	9	18	6	12	447	239	8	44	36	12	443	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	0										1						379	1	25	35	39	433
No	62	8	13	31	50	12	19	11	18	445	288	7	39	37	17	441	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	34	0	0	13	38	10	29	11	32	436	169	3	33	43	22	438	5470	3	41	39	18	440
No	28	8	29	18	64	2	7	0	0	455	120	13	49	28	10	446	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	62	8	13	31	50	12	19	11	18	445	289	7	39	37	17	441	13986	6	51	32	11	444
<b>Gender</b>																						
Female	24	2	8	10	42	7	29	5	21	441	121	5	36	40	20	440	6929	6	49	33	12	443
Male	38	6	16	21	55	5	13	6	16	447	168	8	42	35	15	442	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1888	1	32	44	23	437
No	62	8	13	31	50	12	19	11	18	445	289	7	39	37	17	441	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	2										12	58	42	0	0	462	266	30	65	5	1	457
No	60	6	10	31	52	12	20	11	18	444	277	5	39	38	18	440	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 17  
School: Guy E Rowe School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	2	67	0	0	1	33	434	7	5	30	25	40	435	5	4	37	36	22	439
B. less than one hour	82	5	10	26	53	10	20	8	16	445	75	7	42	37	15	442	74	6	53	31	10	444
C. one to two hours	12	3	43	2	29	2	29	0	0	455	15	12	33	43	12	442	18	7	52	32	8	445
D. more than two hours	2	0	0	1	100	0	0	0	0	442	3	0	56	33	11	439	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	13	0	0	4	50	3	38	1	13	442	19	4	53	23	21	442	24	9	53	28	10	446
B. They match some of what I have learned.	55	7	21	16	48	4	12	6	18	447	51	10	36	37	17	442	49	6	54	31	9	445
C. They match just a little of what I have learned.	20	1	8	7	58	3	25	1	8	447	22	5	38	46	11	441	21	4	47	36	13	442
D. There is no match.	12	0	0	4	57	2	29	1	14	441	9	0	46	42	13	440	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	22	2	15	8	62	2	15	1	8	450	24	9	43	31	16	444	25	9	53	27	10	446
B. good	51	5	17	18	60	3	10	4	13	448	51	8	43	32	16	442	54	6	55	30	9	445
C. fair	22	1	8	5	38	5	38	2	15	440	22	3	31	51	15	439	19	3	43	40	15	441
D. poor	5	0	0	0	0	2	67	1	33	433	3	0	33	56	11	438	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	22	0	0	6	46	5	38	2	15	440	26	3	27	49	21	437	22	5	45	35	15	442
B. about the same as my regular schoolwork	65	8	21	20	51	7	18	4	10	449	60	11	40	36	13	444	62	7	53	31	9	445
C. easier than my regular schoolwork	13	0	0	5	63	0	0	3	38	437	13	0	68	16	16	443	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	8	0	0	1	20	2	40	2	40	430	21	9	34	38	19	440	24	7	48	33	12	444
B. a few times a week	52	6	19	18	58	5	16	2	6	451	49	7	42	38	14	442	53	7	54	31	9	445
C. once a week	13	2	25	2	25	1	13	3	38	442	14	8	41	31	21	441	9	6	46	33	15	442
D. a few times a month	27	0	0	10	63	4	25	2	13	443	17	6	43	36	15	442	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	20	0	0	4	33	4	33	4	33	439	28	3	40	38	19	440	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	8	0	0	4	80	0	0	1	20	444	16	2	20	52	25	436	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	39	5	22	14	61	4	17	0	0	452	36	9	54	30	7	445	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	32	3	16	8	42	4	21	4	21	443	21	14	33	32	21	443	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										50	0	33	0	67	431						
B.	100	0	0	0	0	0	0	1	100	412	17	0	0	0	100	412						
C.	0										17	0	0	100	0	438						
D.	0										17	0	0	100	0	440						